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ABSTRACT

The Intergenerational Caregiving Program (ICP), a year long educational experience in human development and child care for older adults, is described in this replication manual. In its first year of operation, the ICP recruited older, usually retired adults from agencies and organizations in San Francisco that serve older people. The 22 older adults selected ranged in age from 52 to 78 years, were predominantly female, and represented various racial and ethnic groups and social classes. Agencies, such as child care centers, family day care homes, and pediatric hospital units and clinics, requested that older adults participating in the ICP be placed in their settings. Total weekly participation of older adults at their sites and in seminars conducted for 7 months ranged from 15 to 20 hours. Participants received small stipends and bus passes to defray expenses incurred. At each child care site receiving an ICP participant a staff member was assigned the role of preceptor. Preceptors provided guidance, instruction, and each quarter estimated changes in participants' caregiving competencies and human relations skills. Upon completion of the ICP experience, 38 per cent of participating older adults accepted employment working with children and others continued as regular volunteers or maintained previous foster grandparent roles. (The document concludes with a brief discussion of program problems, issues and implications, and related appended materials.) (Author/RH)

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The Intergenerational Caregiving Program: A Replication Manual

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THE INTERGENERATIONAL CAREGIVING TRAINING PROGRAM: A REPLICATION MANUAL

INTRODUCTION

This manual will inform you about the processes and outcomes of the Intergenerational Caregiving Program, an educational experience for older adults in human development and child care. The document outlines the rationale for this and other programs which link older adults with children. It delineates structures and processes used for participant recruitment and training, and describes the characteristics of participants. The outcomes of the program are presented in terms of the consistency of students attendence and the changes in their confidence, competence and satisfaction in working with children. The intended audience for this information includes human development educators and social program planners. But, whatever one's interest, it is intended that all readers will become more aware of the human developmental and societal implications of intergenerational interactions; and of the need for intervention efforts in this area.

HISTORICAL CONTEXT

The Intergenerational Caregiving Program was conceived by a committee composed of faculty of the University of California San Francisco and community members with an interest in services to older people and to young children. In 1978, the committee agreed to sponsor a pilot educational program that would prepare older adults to work with young children in a variety of settings, including

childcare centers, family daycare homes, pediatric hospital units and clinics. A summer seminar series was supported by The Zellerbach Family Fund. This ten week pilot program determined that there were older adults who were interested in training to become more effective volunteer workers with children, and that there were a number of curricular areas that filled their perceived educational needs. The curriculum was tested on a group of Foster Grandparents who were, for the most part, already engaged in work with children. They evaluated the curriculum content and format of the seminars, and consulted with faculty in the refinement of the program plan.

During the pilot period the state of California Postsecondary Education Commission requested proposals for programs which would utilize university resources to serve heretofore underserved populations, including women, older people, the disabled, bilingual people, the incarcerated, and minorities. In this framework and based on pilot findings a proposal was designed, submitted and funded for the one year. The training program is now in it's second year. Additional support has been supplied by Zellerbach Family Fund to provide for the dissemination of the program, including the preparation of this manual.

RATIONALE

The justification for this program is based on several social phenomena. First, the number of active, healthy older adults is increasing. Many older people are seeking satisfying participation in the community through meaningful volunteer experiences and through second professional careers.

Simultaneously, increasing numbers of mothers are entering the workforce. It has been estimated that by 1990, 75% of mothers with children under three years of age will be working. It is predicted that the existing inadequacy of facilities for infant and young childcare will worsen.

Meanwhile, family mobility often precludes the opportunity for older adults and children to experience biological grandparenting relationships, while progressive age segregation in society effectively separates older and younger people from each other and from the social benefits they can mutually provide. For the most part, children spend their days with children, and adults with adults. The decrease in intergenerational interactions has led to studies demonstrating that children who do not have regular interactions with older people tend to have negative perceptions of older persons and of the aging process.

The goals of the Intergenerational Caregiving Program were thus conceived as threefold: to interrupt the process by which young children develop negative perceptions of aging, to provide situations which lead to positive experiences for older adults with children; and to inform the society (through effective models) about the value of intergenerational interactions.

METHODS

The first long-term training program was scheduled for 26 weeks and included practical and didactic experiences. Students participated in a children's setting of their choice, under the supervision of a preceptor. Students also attended a weekly seminar, held at the University or at a Senior Center. The total weekly participation of students at their sites and in seminars ranged from 15 to 20 hours.

Each student was offered a small training fellowship to defray the cost of participation. The fellowship was modeled on the Foster Grandparent Program's volunteer stipend. The fellowship stipend included $1.60 per hour for up to 20 hours per week of practicum and seminar participation. Additionally, students were provided with bus passes monthly. Neither subsidy was considered taxable income. Approximately 80% of students accepted the training fellowships; the others declined on the basis that they did not need it. (The terms "training fellow" and "student" both refer to the older adult participants in the program and are used interchangeably in the program description.)

RECRUITMENT

An informational letter was sent to agencies and organizations in San Francisco that serve older people. Some organizations, including senior centers, were contacted by phone, and staff made presentations to a number of social groups.

The recruitment was very individualized. Prospective students

had as many opportunities as they desired to discuss the program and their potential participation with staff members. Students were initially screened on their interest in working with children and on their general health status. Students filled out an application form in which they described their interests. (See appendix A). New students were invited to consider appropriate sites for their practicum experience, and faculty accompanied them on visits to potential placement sites. Students selected from among choices, including daycare centers, family daycare homes, preschools, hospital pediatric units, and pediatric clinics.

PLACEMENT SITES

The children's environments that provided students with practical experience were determined by a number of methods. Without solicitation from our office, many community childcare agencies heard about the program and formally requested that students be placed in their settings. From these resources, staff evaluated sites on the general quality of the developmental programs which would become models for the student, and on willingness of one site staff member of act a a preceptor to the student during the training period. Students often selected sites close to their homes; but a few chose to travel from 20 minutes to 1 hour by bus for their practicum training.

PRECEPTORS

The preceptors were site staff members designated as the source of orientation, support and instruction for training fellows during their practicum experiences. Preceptors formally evaluated the

progress of students; contributed to the development of curriculum; and met periodically to share processes and considerations with the staff and with each other. (See appendices B and C for an outline of the role of the preceptor, and for an example of the instrument used by preceptors in the formal evaluation of students.)

During the first year, preceptors and students were visited on-site by the Intergenerational Caregiving Program faculty; however, these visits were not regular, and usually were prompted by the need to facilitate communication between parties. In the second year, one faculty member took responsibility for making regular visits to sites. On her biweekly visits she provided social and instructional support to the training fellows and preceptors.

SEMINAR

Students met weekly for 7 months. The seminars and practia were extended for two weeks beyond the original projection because 1) there were many more topics that students wanted to cover, and 2) faculty were pleased to continue the service. The topics of the seminar was determined by recommendation of staff, and by the periodic evaluation by of program content by students. Fellows suggested curriculum areas of their concern and interest; and topical foci were modified accordingly.

The seminar series was balanced with lectures, discussions, films, demonstrations and workshops. The topical outline of seminars held in the second year is presented in Table 1. An anecdotal summary of seminar ressions held in the first year is included in Appendix D.

TABLE I
Seminar Topics: 1980-81
(Lecture/discussion and Workshops)

1. Course overview.
2. Elements of a health environment for children.
3. Principles of development and the value of intergenerational interaction.
4. Observing children and their development.
5. Infant and toddler development; principles and strategies.
6. Creating materials for infants and toddlers: a workshop.
7. The preschool child;
8. Workshop: experimental play with preschool materials.
9. Evaluation of seminar curriculum and program planning.
10. Discipline and behavior management.
11. Music with children: workshop.
12. Using books, stories and records with children: workshop.
13. Communicating with children, staff, and families: skill workshop.
14. Working with families; stress neglect, abuse, and effective parenting.
15. Caring for the sick child.
16. Fears of children, in the hospital and out.
17. Administering First Aid: workshop.
18. Toymaking workshop; guest specialist.
19. Working with teenage parents.
20. Coping with stress in everyday life; Lecture and demonstration.
21. Movement and dance: workshop.
22. Creative arts: workshop.
23. Science and nature: workshop.
24. Cooking with young children: workshop.
25. Behavior management and discipline revisited.
26. Resources for older people in the community.
27. Evaluation and celebration.

THE SEMINAR PROCESS

The usual format for a seminar was to elicit anecdotes from students describing their experiences either in their practicum setting or in their life history. Such anecdotes brought out differing feelings and attitudes toward development, discipline, and expectations of students themselves, of parents, and of children. Inviting comments from all class members, airing differences, examining goals in the light of shared values usually brought out excellent discussion points that could be linked to developmental theory. Weekly evaluations indicated that this approach was effective in that students felt involved, grasped the essential concepts of developmental theory, and felt successful in having applied them instinctively and correctly. The goal of teaching was to enhance the students' experiences by giving them an interesting and valid introduction to theory while acknowledging their previous experiences. Putting their folk-wisdom into a

pedegogical frame added dignity to their knowledge and excitement to their learning.

Starting with content from the fellows experience also brought out subjects for discussion that were sometimes more relevant than those planned for the day. For example, early in the course one student from the Phillipines politely expressed concern about the fact that little boys at her Center were allowed to play in the doll corner. She worried that this behavior would lead to homosexuality. Other class members took up the discussion, predominantly disagreeing. This led to a discussion of theory, and to the planning of a later session on sex role development with an exhibition of non-sexist toys and books for children.

Concern about spoiling children was frequently expressed in the early sessions each year. Such discussions led to students' reminiscences of their childhood to memories of their parenting, and of transforming experiences leading to their current beliefs. These talks underscored reports on research and theory regarding infants and children's developmental needs. Students often expressed relief at learning that they did not need to hold themselves back or to take on roles of heavy disciplinarian and sermonizer in order to support children's development.

As a child, one student had attended convent school in Ireland. She had no children of her own and was physically disabled. Thus, she was joyfully surprised to find that, despite the disability that forced her to sit in one spot in the playroom, several of the children were drawn to her, making clear their need for her companionship and approval. She noted that, without

"making them toe the mark", she was still performing a valuable service to these children. Discussing the developmental needs of three and four years old children helped her see that she was doing a good job, even though her performance was vastly different from that of the nuns in her childhood.

During the first year, we acquired a number of books for students' use. Among these were a collection of childrens' stories featuring older adults, often grandparents, in important and positive roles. Students were encouraged to borrow these books to read to children at their centers. Several students expressed discomfort over content. "I feel like I'm calling attention to myself by reading about grandmothers", one woman said. After using several of these books at story time, she reported to the class that she was surprised.

> "The children really liked the books; they wanted me to talk about grandparents. I realized that it was my own feelings about being older that made me think that the children wouldn't be interested or like the stories."

As faculty we hypothesized that children's literature that focused on realistic intergenerational relations would influence children and the training fellows, as well as the Centers' staff. Anecdotes such as the foregoing supported that reasoning.

RESULTS

WHO ARE THE TRAINING FELLOWS?

The training fellows enrolled in this program reflected the wide diversity of the urban population of San Francisco. Of the 22 students that participated in the first program, three were men and 19 are women. The group included 3 black, 6 Spanish surnamed, and 13 white members from diverse social and economic backgrounds. Many were grandparents, but many saw their grandchildren infrequently (though a few saw their grandchildren very frequently). All but three students were retired; their former professional work had included secretary, furniture salesman, truckdriver, nurse, housekeeper, housewife, and janitor. Their ages ranged from 52 to 78 years; one student was hearing impaired, and three walked with a cane.

All students expressed interest in working with children, though a few had not had regular contact with children in their previous years. Additionally, two students shared that they came to the program as a way of getting themselves "up and out" after having suffered accidents and hospitalization.

ATTENDANCE

The average attendance at seminars was 15 training fellows. Frequently, community visitors also participated. Fellows were encouraged to take their planned vacations despite the seminar schedule. As a result a few students were absent for from one to three weeks on their vacations. Illness also was a reason for

absence; usually involving common winter colds.

In the original program, door to door transportation was provided by a city-sponsored escort service. This plan was dropped when it became apparent that the fellows were capable of using public transportation. They were provided with monthly bus passes which gave them more flexibility and served as an acknowledgement of their participation.

During the first year project three students withdrew from the program. One student, using her experiences as a fellow, applied and was accepted to a manpower training program that resulted in her licensure as a family daycare provider. One student withdrew because of ongoing illness and another expressed a change of interest, having explored the possibilities of work with children.

EDUCATIONAL OUTCOMES

The original plan of the program identified the objective that students increase their confidence competence and enjoyment in providing care to children. The consistency of students' participation was used as one measure of their ongoing satisfaction in the program. Fifteen of the original group of nineteen fellows completed the first year program, and attendance at the seminar sessions averaged 14 students for the series.

At the end of each quarter preceptors estimated changes in students' caregiving competencies and human relations skills. A summary of performance ratings made in the first year is presented in Table 2.

Also, students self-evaluated their progress and satisfaction on questionnares and in interviews. One measure of student

TABLE 2

RATINGS BY PRECEPTORS OF STUDENTS' OVERALL PERFORMANCE DURING PRACTICUM PERIOD

(N=13)

CATEGORY OF PERFORMANCE	EXCELLENT	MIDSCORE	SATISFACTORY	MIDSCORE	POOR
COMMUNICATION WITH CHILDREN	6	2	4	0	0
RELATIONS W/STAFF	7	0	6	0	0
ACCEPTANCE OF SUPERVISION	10	0	3	0	0
ATTENDANCE	12	0	1	0	0
PERSONAL ATTITUDE	8	2	3	0	0
INVOLVEMENT IN DAILY ACTIVITIES	8	1	4	0	0
OVERALL CONTRIBUTION TO YOUR PROGRAM	7	2	4	0	0

TABLE 3

SUMMARY OF STUDENT OUTCOMES: ALL PARTICIPANTS

OUTCOME (N=21)	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS
1. Accepted employment working w/children	8	38%
2. Were not regular volunteers; became regular volunteers	5	23%
3. Maintain previously held role as Foster Grandparent	3	14%
4. Maintain participation as continuing (new) students	2	9%
5. Accepted other employment after training	1	5%
6. Withdrew from the program due to illness	1	5%
7. Withdrew from the program due to change in interest	1	5%

satisfaction is summarized in Table 4 which lists student responses to the question, "How has your behavior toward children changed since the beginning of the program." This list indicates the variety of self-evaluations made by students.

LONGITUDINAL EFFECTS

Following the completion of training, the program participants took a variety of paths. Four graduates entered the Foster Grandparent Program: some continued to work in their practicum centers. One student became the regular substitute at her infant center placement. A summary of permanent placements after the first year is presented in Table 3.

In some cases former students opted for shorter hours and more leisure time for themselves, though they were in demand and able to work as often as they wished. Two students who came to the program intending to "get out of themselves and their own troubles" have both moved on to work with adults. We concluded that the program served its purpose in these cases by supporting the restoration of their confidence and sense of self worth; so they returned to active participation in society.

IMPACT ON CHILDCARE SETTINGS

During the first year of the program we began an investigation of the impact of older adult volunteers on the social ecology of the childcare settings. One interesting question to be pursued was whether the children in intergenerational care settings "used" the older adults for help and attention in ways similar to those in which they "used" the regular childcare staff.

To examine this issue, a small observational study of one child-care setting was funded by the Office of Nursing Research of the UCSF School of Nursing. The purpose was to describe the older adult-child social interactions, and to compare the number and qualities of those interactions to staff-child interactions in the same preschool center.

Observations were made of three trained older adult volunteers and three staff members on eight separate days: observations were matched on background variables such as work schedule, time of day, nature of assigned task, and location of the subject in the environment. The observation system included a contextual snapshot, followed by the simultaneous observing and recording of (1) subjects' behavior toward children and (2) of children's behavior when directed toward the target adult. Immediately after each observation the subject was rated on the following measures:

Availability, i.e., position in space, posture and facial expression;

Attentiveness, i.e., the degree of awareness of children's activities, demonstrated by visual scanning and gestures;

Responsive nurturance, i.e., immediacy and appropriateness of response to children's bids;

Responsive stimulation, i.e. showing, suggesting, talking with, asking questions;

Limit setting behavior, e.g. vocal or physical prohibitions; and

Emotional tone of responses, i.e., the overall quality of being which is conveyed, from negative hostile to positive,

as expressed by facial expression, gestures, verbalization, body posture, and tone of voice.

Subjects were also rated on measures of the frequency and intensity of children's bids for contact or interaction demonstrated toward them.

Measures of interactive behaviors were summarized within groups and compared between groups. Results indicated that there were no significant differences between the older adults and the staff in the characteristics of their responses toward children. There was a significant difference in the number of bids made by children toward older adults; they appealed to the staff more for help and attention. However the intensity, or qualities of the interactions were not significantly different. That is, a child would be as likely to seek the older volunteer as the staff member when the child was distressed.

We concluded from these data that, by the end of 28 weeks of training, older adult volunteers and staff displayed similar caregiving behaviors, and that the children interacted with these groups in qualitavely similar manners. Further, we reasoned that the larger number of children's bids toward staff might be due to their longer association with staff, and the children's simple understanding of who was in charge.

DISCUSSION AND IMPLICATIONS

Throughout the program we have been gratified by the consistency of participation and the commitment of fellows to their work. However, there have been a number of problems to solve and issues to consider. It seems important to illucidate them individually so that they may be apparent to planners of future programs.

ISSUES IN RECRUITMENT

1. Our recruitment in senior recreation centers was less productive than we initially expected. We later reasoned that the older people who frequent recreational centers may be members of a self-selected group that, for the most part, feel that they have paid their dues and are now entitled and now prefer to play cards, enjoy crafts and leisure activities that they hadn't had time for earlier. Our best results in recruitment came from word-of-mouth contacts, from newspaper publicity, and from the distribution of brochures. We anticipate that each year will expand the available pool of interested and active people who enjoy both the educational and participation aspects of the program.

2. Successful recruitment dependent upon maintaining contacts with interested applicants. All potential applicants were telephoned after their expression of interest in the program. They were given information about the program. Follow-up calls were made to uncertain applicants to encourage trial observations and exploratory participation. We found that the reluctance of some to become involved with the program rested on

their hesitation to commit themselves to a regular schedule; on their fear of making mistakes with children; or on their fear of having more responsibility for children than was comfortable. The uncertain applicants needed to be reassured that a) they could arrange their schedule in their own best interests; b) the children would benefit greatly by their relations with them; and c) that they would not have responsibility for children, but as training fellows, could rely on the support of the preceptor and staff.

COMMUNICATION ON SITES

Some fellows encountered frustration about being left out of staff activities, or because they were not given clear communications about staffs' expectations of them. We found that communication with sites could best be maintained through the regular visits of a program faculty member. During these visits the instructor would work out logistical or communication issues; would model behavior for both the site staff and the training fellow; and would support a positive problem-solving approach to their relationship.

HEALTH

Students were offered a health and medical care program administered by the university, but all of them chose to remain with their own physicians. Most of the students maintained or improved their health status. However, as was to be expected in any situation with groups of children, a few students had frequent colds until they developed greater immunity. It is significant however that the proportion of older adults who caught

colds was no greater than that of regular staff members.

Students were reminded to stay home when not feeling well for their own protection as well as the children's. Follow-up calls were made to students who were absent with colds, and as acquaintanceships developed, fellows called each other.

IMPLICATIONS

One of the implications of these findings is that educational programs linking older adults with children can provide satisfying experiences for older adults and can increase their confidence, competence and enjoyment in caring for children.

However currently there is a greater demand in the community for the resources that older adults can provide than there are older adults who choose such a role. It is apparent that flexibility of time and involvement is a program factor that responds to older persons' desire to be free from restrictive routines, to enjoy leisure, and to still have purposeful activity and pleasureable contact with children and adults in a social context.

World cultures have traditionally linked older people with children. This nation and the western world has interrupted the pattern even though our need for continuity is greater as society changes more rapidly. Older people can buffer the social changes and serve as figures of continuity, as they do in hospitals where parents cannot attend their children and where nurses often don't see the same child twice. It must be recognized that we are all,

including the elderly, victims of our society's ageist attitudes, so that many older adults count themselves out of the mainstream either because they feel hesitant, unsure, unqualified, unpracticed, or because they have accepted the cultural norm that child care is unimportant, uninteresting and menial. Such persons need a program that will spur their interest and demonstrate to them that what they can provide to children and therefore to society is important. Programs such as this one will expand with the increasing acknowledgement by communities of the concepts behind intergenerational interaction and of their value to human development and to the continuity of the culture.

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APPENDIX A

INTERGENERATIONAL CAREGIVING

A PROGRAM FOR OLDER ADULTS IN CHILD DEVELOPMENT AND CAREGIVING

OCTOBER, 1980 TO MAY, 1981

ADULTS OVER 55 YEARS OF AGE: ARE YOU INTERESTED IN HUMAN DEVELOPMENT?
INTERESTED IN COMMUNITY SERVICE?

DO YOU ENJOY WORKING WITH PEOPLE?
WANT TO LEARN MORE ABOUT CHILD CARE?

ANNOUNCING A NEW TRAINING PROGRAM TUITION-FREE

THIS PROGRAM WILL PROVIDE A SERIES OF EDUCATIONAL EXPERIENCES TO INCREASE CONFIDENCE, COMPETENCE AND ENJOYMENT FOR OLDER ADULTS IN GIVING CARE TO CHILDREN. GRADUATES WILL BE PREPARED FOR VOLUNTEER AND EMPLOYED SERVICES AS SUBSTITUTES OR STAFF ASSISTANTS IN CHILD CARE CENTERS; TEMPORARY CAREGIVERS FOR SICK CHILDREN; FOSTER GRANDPARENTS TO CHILDREN IN HOSPITALS AND CLINICS; IN-HOME CARE FOR SICK OR WELL CHILDREN; AND PEER-TEACHERS IN OTHER SENIOR TRAINING PROGRAMS.

HOW THE PROGRAM WORKS:

IN-CLASS: THE CHILD DEVELOPMENT PROGRAM WILL PROVIDE BACKGROUND INFORMATION THROUGH LECTURES, FILMS, DISCUSSIONS, AND WORKSHOPS TO ENHANCE UNDERSTANDING AND SKILL IN CARING FOR CHILDREN. FACULTY WILL CONSIST OF PROFESSORS OF EARLY CHILDHOOD EDUCATION AND HUMAN DEVELOPMENT, EXPERIENCED CHILD CAREGIVERS, AND OLDER ADULTS WHO ARE CURRENTLY IN COMMUNITY SERVICE SETTINGS WITH CHILDREN.

STUDENTS WILL MEET ONCE OR TWICE A WEEK AS A GROUP AT THE UNIVERSITY OF CALIFORNIA SAN FRANCISCO SCHOOL OF NURSING, AND SPEND SOME TIME EACH WEEK AT THEIR CHOSEN CHILD CARE PLACEMENT. TRANSPORTATION AND LUNCH COSTS WILL BE COVERED. STIPENDS ARE AVAILABLE TO DEFRAY ADDITIONAL COSTS.

INTERNSHIP: PARTICIPANTS MAY CHOOSE FROM SEVERAL DIFFERENT CAREGIVING SETTINGS FOR THEIR PRACTICAL EXPERIENCE, ACCORDING TO THEIR SPECIAL INTERESTS.

WHY INTERGENERATIONAL CAREGIVING?

ALL OF US WANT AND NEED TO CONTRIBUTE TO SOCIETY. TOO OFTEN OLDER ADULTS ARE OVERLOOKED AS PRODUCTIVE MEMBERS OF THE COMMUNITY. HOWEVER, YOUNG CHILDREN VITALLY NEED THE SPECIAL ATTENTION, UNHURRIED HELP, WISDOM AND EXPERIENCE THAT OLDER ADULTS HAVE TO SHARE. THE PURPOSE OF THIS PROJECT IS TO CONNECT MATURE ADULTS WITH CHILDREN, IN ORDER TO ENCOURAGE WARM, TRUSTING RELATIONSHIPS AND INTERGENERATIONAL LEARNING.

IF YOU ARE INTERESTED, PLEASE COMPLETE AND RETURN THE ATTACHED FORM. FOR FURTHER INFORMATION CALL: MARLENE CRESCI COHEN, PROJECT COORDINATOR AT 666-4589 OR CAROL HARDGROVE, PROJECT DIRECTOR, AT 666-4553.

INTERGENERATIONAL CAREGIVING TRAINING PROGRAM

YOUR NAME: _____

ADDRESS: _____

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REFERRED BY _____

PLEASE TELL US ABOUT YOURSELF AND YOUR INTEREST IN THE PROGRAM.

PLEASE RETURN TO: MARLENE CRESCI COHEN, COORDINATOR
INTERGENERATIONAL CAREGIVING PROGRAM
N411Y
UNIVERSITY OF CALIFORNIA SAN FRANCISCO
SAN FRANCISCO, CA. 94143

APPENDIX B

THE INTERGENERATIONAL CAREGIVING PROGRAM

Notes on the Role of the Preceptor

The role of the preceptor has been conceived as one who supports, advises, teaches and supervizes the student at his/her placement site. The purpose of the practicum experiences is to provide participants opportunities to:

-Observe child behavior, and children's development over time.

-Develop skills in communication with children.

-Evaluate his/her attitudes, beliefs and behviors regarding children.

-Make generalizations about the physical and social envirnoments in which children are reared.

The most common functions of the preceptor are to:

-Orient the student to the setting, the routines, procedures and other staff.

-Function as a role model by demonstrating effective nurturing care and interaction.

-Instruct the student by way of demonstration, explanation, or guided inquiry to assist him/her in problem solving or gaining insights into development.

-Maintain clear communication with the student regarding scheduled participation days; to assist with rescheduling as necessary.

-Participate in the ongoing evaluation of student progress.

-To inform and advise other site staff in the utilization of the participant's time.

Through individual conferences and through the preceptor group meetings, preceptors will also:

-Advise the program staff members (ICP) on the progress and educational status of individaul students.

-Advise program staff regarding curriculum additions and modifications.

-Act as liaison in the development of permanent placemnts for older adults at sites, when the agency so desires them.

Student Name _____

Preceptor _____

INTERGENERATIONAL CAREGIVING PROGRAM PRECEPTOR'S EVALUATION

JUNE, 1981

Please evaluate the participation of your practicum student in the following areas:

	Frequently	Sometimes	Rarely	Never
Sensitivity to Children:				
responds to children's bids for attention or consideration	____	____	____	____
encourages/suggests activities and interactions that are appropriate	____	____	____	____
initiates interactions with children without interrupting or dominating them unnecessarily	____	____	____	____
Relations with Staff:				
asks questions about program, procedures and children	____	____	____	____
demonstrates awareness of program philosophy and cooperates with staff to carry it out	____	____	____	____
cooperates effectively with requests from staff	____	____	____	____
interacts with more than 2 staff members	____	____	____	____
provides assistance that complements the efforts of staff	____	____	____	____
contributes a special value to the daily program	____	____	____	____

Please specify any positive changes that you observe during this period in this person's behavior, or in the caregiving situation.

Please specify any problem areas that have persisted as barriers to your satisfaction with the trainee situation.

Please rate the changes in performance over the training period as they relate to this student:

	Much Improved	Somewhat Improved	No Change
1. Communicates with children.	____	____	____
2. Displays initiative.	____	____	____
3. Accepts supervision.	____	____	____
4. Has positive relations with staff.	____	____	____
5. Attends regularly.	____	____	____
6. Understands child development principles.	____	____	____

Please rate the overall performance of this student during the entire practicum period:

	Excellent	Satisfactory	Poor
communication with children	____	____	____
relationship to staff	____	____	____
acceptance of supervision	____	____	____
attendance	____	____	____
personal attitude	____	____	____
involvement in daily activities	____	____	____
overall contribution to your program	____	____	____
understanding and implementation of child development principles	____	____	____

Did you consider a permanent placement for this person? What did you chose to do and why?

Would you continue this person in a permanent placement in your center given outside funding? Or would you seek a new student?

What were your overall expectations for the program when you began?

Were they realized?

What barriers to success exist in the program?

What suggestions do you have for our curriculum for older students next year?

What additional information and cooperative efforts between you and our faculty do you suggest?

Are you interested in participating in the program next year?

APPENDIX D

DESCRIPTIVE SUMMARIES OF WEEKLY SEMINARS*

11/27/79 Introductions, Reception, Orientation and Course Overview.

Students introduced themselves and told of their reasons for being attracted to the program. Instructors introduced themselves, passed out outline of topics from 11/20-2/21 with emphasis on request for student comments and input. Each student was provided with a notebook and informed that later meetings would offer printed materials according to each weekly topic, allowing each student to compile his or her own manual. Great emphasis was placed on the idea that the students could assist us in making valuable course of study if they would help evaluate and contribute to the subjects discussed so that the course remained relevant.

Process: Cheese, wine and fruit were served. Program instructors met students in the lobby and escorted them to the classroom so as to minimize any discomfort or confusion that strangers to the campus can feel. Instructors served as hostesses, participants soon joined in to assist and were welcomed in this role.

11/20 Elements of a Good Child Rearing Environment, C. Hardgrove and K. Rosen

Students were asked for their opinions regarding the elements of a good childrearing environment. They were asked to recall incidents from their own childhood and consider how childhood today differs as they observed children in their day care or hospital settings compares. One participant who grew up in the Phillipines stated that she was concerned about the fact that boys and girls in her day care setting played with the same toys and equipment. She saw this behavior as dangerous, intimating that homosexuality could result from such blurring in play. The topic was thrown open for the group who expressed differing opinions, and the summary at the end of class was expressed as following: "Little children learn through play as adults learn through reasoning and experience. Little children need to play about those experiences that they observe around them. Therefore, they need materials and permission to try on behaviors in a safe and friendly environment." Instructors discussed the possibility and hope that early patterns of play would permit later genuine friendship between the sexes with greater opportunities for people to develop maximal potentials without the restrictions of sexism. The group was asked if they would like a speaker on the subject of sex role development. They responded enthusiastically and positively. Such a program was planned for a future meeting.

---

*taken from faculty notes and anecdotal records

The ideas presented in the discussion were summarized as follows. A good environment is one in which:

-the child and adults feel safe

-the child is free to explore materials and ideas

-a comfortable atmosphere exists

-activities are challenging in terms of cognitive growth

-fun things happen

-adults learn about children and themselves by watching and by participating in relationships

Process: Lunch was served; instructors set up three tables and served and cleared. Throughout the class year, instructors took turns sitting at different tables with different groups of students who tended to assume the same places each week.

11/27 Value, Function, and Skills in Intergenerational Caregiving

Students shared experiences at their centers. Their anecdotes and questions were then used to point out the need for their assistance at their centers and the important contribution that older adults can make with young children and their families even when the older adults respond in a different way from the regular staff. For example, we talked about how comforting it is to a little child to have someone who is not bustling about or absorbed in supervision to sit beside and serve as shelter and companion until one gets one's bearings.

2/2*

Students were asked for their own evaluation of the contribution of older adults to a program for young children. Among the responses were the following:

> "I think lots of people are afraid of old age. Maybe by being with us every day and learning to trust us, they won't grow up to have these fears."
>
> "It's good for children to meet all kinds of different people, especially in a place where they feel at home. Maybe because in a hospital or day care center things are pretty much the same day in and day out, having somebody like us who is a little different and is available makes the place more home-like."
>
> "I find the children like someone to listen to them, and I have time for that. Sometimes one little boy who gets into lots of trouble uses me as a shelter. He knows he can always find me in the same place and he knows I like him."

*Out of time sequence

Some of the students expressed concern that they felt inadequate and didn't know what to do as well as the teachers did. One student was extremely concerned about making a mistake and needed great reassurance that she had value to the program as a friendly presence, a comforting lap, a story reader, and a sympathetic ear. Discussion of Erik Erikson's eight stages of mankind concluded the program with a handout of the material for student notebooks.

Process: Several students arrived early and began setting the tables. This process continued until the end of the course with students serving as hostesses and helping with the hospitality aspect of the program. In the discussion period that followed lunch, a brief period was always dedicated to allowing time for students to report on their various successes in their centers and to ask questions pertaining to their programs.

12/4 Difficult Moments

Students reported their most difficult moments in their settings. One student, a former nurse now participating on the pediatric unit, described her frustration at not being able to take an active role in the children's care. She understood that because she is now unlicensed, she cannot administer nursing care, but she felt that folding diapers was a waste of her time, and, in light of the fact that there were other hands available, unnecessary. Her biggest complaint was of feeling unneeded. As a result of her remarks, an instructor arranged for her station on the unit to be changed to an area where her talents as an understanding companion to children, parents, and staff were much in demand. Although she still expressed the wish to be able to use more of her skills, she understood that she could not do this and that she was making an important contribution in the non-nursing care she provided.

Other difficult moments reported had to do with confusion over children's "lack of respect" or a sense of frustration when it was felt that the teachers did not appreciate the older student but would not give clear direction as to behaviors that they desired.

Process: Students spoke their concerns into tape recorders, commented on each other's remarks. Instructors took notes to assist them in communicating with center staff. Several speakers spoke positively about the sense of inclusion their centers were giving them. One Filipino woman reported that she had taken a story group and told the chldren in Tagalog about her childhood and grandparents and life in the Phillipines. Lunch was as usual.

12/11/79 Observing Young Children

The students were asked to consider what can be learned from observing people. The responses were categorized in relation to children: in their uniquenesses, in their relations, in their approaches to the environment; in their stages of growth and development. Participants were given the task of observing children in their practicum sites during several routines including group time, work time, sleep, outdoor play, in interaction with materials, in interaction with adults and peers.

1/3/80 Infants: Who They Are, What They Need, How to Supply It

Discussion of Erikson, stage of trust vs. mistrust, demonstration of age-appropriate toys and how to make them out of discard materials. Students expressed some judgemental attitudes toward mothers of infants. Discussion of parenting and the support parents need ensued.

Process: Demonstration, toymaking from junk materials, reports of experiences at center. Lunch and socializing.

1/10/80 Toddlers: Who They Are, What They Need, How to Supply It

Discussion of Erikson, stage of autonomy vs. shame and doubt. Discussion of toilet training and negativism. Demonstrations are made of home-made toddler toys.

Process: Students make slot top cans with juice can lids to drop in to take for toddlers in their centers. Lunch and conviviality. Reports and anecdotes from in-center or hospital experiences.

1/17/80 Toymaking Workshop for Infants and Toddlers

Each student had the opportunity to view age-appropriate playthings for infants and toddlers, to discuss the learning value in each, and then to make something suitable for children at their center to play with. The materials were simple, but allowed the participants to be on the giving end of an experience and to involve themselves in an activity that offered a satisfying end product.

Process: Lunch and socializing as usual. Demonstration and toymaking session with materials and supervision provided.

1/31/80 and 2/7/80 The Preschool Child

An overview was presented of the developmental aspects of preschool children. A typical day for three to five-year olds was outlined. Students shared their rememberances of their own children and of themselves as very young children. Materials were supplied for students to have personal experiences with the media that are common to early childhood environments: clay, collage, playdough, tempera paints, musical instruments and records.

In the course of using these materials, a conversation was generated about performance expectations for preschool children in the use of media, what could and should be expected from them, and from the adults who are there to support them.

2/2 See Page Two

2/14 Sex Role Development

The sex role development lecture and seminar included discussion of the following experiences:

-a survey game on sex role stereotyping

-discussion on non-sexist education

a. what it is
b. goals

-theories on sex role development

-presentation of non-sexist materials

-movie about sex role development

-discussion of feelings of participants about their own expectation for themselves, for other adults and children.

2/21 Evaluation of Curriculum

An open discussion was initiated by faculty to elicit suggestions from students for issues and topics to be discussed in the following weeks. Students rated their experiences in the previous practicum and seminar phases. Most requested topics were discipline and effective communication with children and with staff.

2/28 Elements of Discipline

Discussion of reasons for limit setting, approaches to positive redirection and anticipatory guidance as these fit in with short and long term goals and values in childrearing and supervision. Fritz Redl's "Guides to the Handling of Agression" were hand-outs. Students were invited to share memories of their own early experiences and responses to discipline, punishment, and redirection.

One student remarked, "You're not just teaching us about children, we're learning about ourselves and each other, too." Many of the group chimed in to volunteer that they learn so much from each other and the sharing as well as from the direct teaching experiences and the agency experiences.

Process: Lunch, socializing, sharing of anecdotes and questions. Participatory discussion around the subject of behavior management, discipline and values.

3/25 Effective Communication, Guest lecturer, Bayard Allmond, M.D. Co-director, UCSF Child Study Center

Dr. Allmond posed questions for students to ask themselves and answer in a follow-up session. There work: "How do I explain my work when people ask me what I do at the center?" "What do I call myself in relation to my job?" "What is the thing I most hate to hear a child say?"

Discussion was lively and revealing, with responses ranging from "I try to help the children to be nice" to "I stick up for the ones that are having trouble" or "I rock babies" to "I try to make the day go smoothly by fitting in with the teacher's plans."

3/25/ continued:

Some of the students said they were called grandma or grandpa, some were called by first names. One, the former nurse, insisted on being called Mrs. L. The conversation on this topic was lively, and the group invited Dr. Allmond to return.

Process: Lunch, introductions to speaker, question and answer format.

4/3 Puppets and Preparation

A discussion of children's need to be prepared for coming events, followed by a video tape of a puppet show made by Susan Linn, Children's Hospital, Boston, Mass., on the subject of sibling anxiety and jealousy when a sister is to be hospitalized. Discussion followed on a variety of subjects ranging from sibling rivalry to concerns of hospitalized children.

Process: Usual, plus use of video recording equipment.

4/8 Communication and Role Identity, Bayard Allmond, M.D. (continued)

Continuation of March 25 session.

Process: Lunch with Dr. Allmond; question and answer session and group discussion.

4/17 Fears of Children, In Hospital and Out

Discussion of developmental crises, developmental tasks, and special fears that accompany stress as they occur at different stages. Guides for helping children weather some of the difficult periods through sensitive assistance from adults were given. Special concerns of children in hospital or health care according to their developmental stages were outlined. Students introduced many of their own experiences and memories of their own early fears, angers, sadnesses, and ways that such experiences were dealt with.

Process: Usual, plus slides of hospital scenes and their effects on children and parents. Demonstration of books appropriate for preparing young children and their families for hospitalization.

4/24 Stress Reduction Techniques

The seminar included discussion/lecture on: What is stress?, simple stress reduction exercises, and how to identify stress in self and in children. Experiential processes were conducted with students in progressive muscle relaxation. A guided fantasy was conducted with the intention of identifying and eliminating stressors in individuals.

These experiences were analyzed for their applicability to work with children, and to methods for enhancing self-expression and stress reduction in children.

5/1 Toy Center, Jean Ishibashi, Director, Guest Speaker

Ms. Ishibashi brought slides of easily made toys, puppet theatres, doll houses. She also brought a jigsaw, plywood, cardboard and large pictures to enable the class members each to make a puzzle to take to the center. Every student made a puzzle in great excitement and enthusiasm, carefully selected a preferred picture, gluing it onto the cardboard, and proudly displaying it to classmates and instructors before carrying it off to give to the children in their charge at center or clinic. Many of the participants were so excited by the activity that they arranged to meet at the Toy Center on their own at later dates in order to make more toys.

Process: As usual, with lecture, discussion, slides, and toymaking equipment provided.

5/8 Books and Stories

This was a workshop in which the different kinds of children's books were displayed and the many ways of using children's literature were discussed. Books were read aloud and exchanged, questions were answered regarding techniques of storytelling and bookreading. The arrangement of the environment relative to books was discussed; bookmaking was presented; and students generated activities that they would conduct with children in their pracicum situations.

5/15 Science and Nature

This was a workshop about the development and discrimination of sensory information: touch, taste, smell, hearing and sight. Students were given materials to manipulate in the manner that experiences might be presented to children. They generated their responses and discussed the provision of science activities and nature experiences with children. Activities were selected by students to use during practicum.

5/22 Dance Movement Exploration--Dottye Dean

This session involved moment games appropriate for small children. The goal was to provide possible material for use in the day care or school environment as well as a personal experience for the participants in movement. Because free movement of the body is healthful as well as joyful, it was hoped that the participants would experience a greater sense of joy and release of personal inhibitions in movement as a result of the session, and that they would take this quality of feeling with them to their work with children as well as to their personal lives. This session was ranked as a favorite learning experience by most of the students.

5/29 Graduation and Evaluation

Brenda Roberts, Vice Chairperson of the Department of Family Health Care Nursing, came to distribute certificates of completion to the students. Dottye Dean was guest instructor and led the group in songs, movement and games.

5/29 continued

Singing: Specific rhythms and singing materials were used which the instructor found to be useful with children. The session was designed to be useful in freeing the singing voice of the participants on a personal level in the hope that a quality of vitality would be the center of the musical expression with children. It also was hoped that a joyful experience would stimulate personal memories of childhood songs and that the participants would go back and share their own rich heritage with children in their care.

Process: The San Francisco Study Center made calligraphyied certificates. A large decorated cake accompanied the special buffet celebration menu. Many heartwarming speeches were exchanged along with promises to keep in touch and to plan follow-up sessions and get-togethers.

CURRICULUM NOTES

Intergenerational Caregiving Project

Guides to speech and action with children

1. State suggestions or directions in a positive rather than a negative form.

2. Give the child a choice only when you intend to leave the choice up to him/her.

3. Your voice is a teaching tool. Use words and a tone of voice which will help the child feel confident and reassured.

4. Never depend on changing behavior by words which may make the child feel less respect for him/herself, such as by blaming or shaming or making him/her feel guilty.

5. Avoid motivating a child by making comparisons between one child and another or encouraging competition.

6. Redirect the child in a way that is related to his/her own motives or interests wherever possible.

7. Avoid making models in any art medium for the children to copy.

8. Give the child the minimum of help in order that she/he may have the maximum chance to grow in independence, but give the child the help she/he needs.

9. Make your suggestions effective by reinforcing them when necessary.

10. Forestalling is often the most effective way of handling a problem Learn to foresee and prevent, rather than mop-up after difficulty.

11. When limits are necessary, they should be clearly defined and consistently maintained.

12. Be alert to the total situation. Use the most strategic position for supervising.

13. The health and safety of the children are a primary concern at all times.

adopted from Read, Katherine, The Nursery School, W.B. Saunders.

CH:mes
12/79

GENERAL SUGGESTIONS TO GUIDE THE OBSERVER - PARTICIPANT

1. BE WILLING TO SIT BACK AND WATCH THE CHILDREN AND WAIT FOR THEM TO CONTACT YOU. TOO MANY STANDING ADULTS CAN DISTRACT THE CHILDREN. AVOID SITTING ON PLAY EQUIPMENT AND TABLES.

2. AVOID DISTRACTING THE CHILDREN FROM THEIR PLAY (WHICH IS THEIR WORK) BY DOING STUNTS OR SHOWING THEM TRICKS. SUCH ACTIVITIES MAY BE FUN FOR INDIVIDUAL CHILDREN BUT TEND TO DISRUPT AND OVERSTIMULATE A GROUP. THEY ALSO TEND TO FOCUS ATTENTION TOWARD YOU AND AWAY FROM THE CHILDREN.

3. AVOID PUTTING CHILDREN ON THE DEFENSIVE BY ASKING DIRECT QUESTIONS ABOUT THEIR PAINTINGS OR THEIR PLAY. DO NOT ASK, "WHAT DID YOU PAINT?" OR, "WHAT ARE YOU BUILDING?" HOWEVER, IT IS GOOD TO SHOW INTEREST IN THEIR ACTIVITIES AND TO MAKE OCCASIONAL APPROVING COMMENTS WHEN IT SEEMS NATURAL TO DO SO, E.G., "WHAT PRETTY COLORS YOU USED," "WHAT A GOOD BUILDER YOU ARE," OR, "YOU REALLY WORKED HARD ON THAT PUZZLE."

4. WHEN CHILDREN ARE USING BLOCKS, CRAYONS, PAINTS, OR OTHER CREATIVE MATERIALS, AVOID MAKING THINGS FOR THEM OR TELLING THEM WHAT TO MAKE. THEIR JOY IN USING THESE MATERIALS FREELY ACCORDING TO THEIR OWN IDEAS IS FAR MORE IMPORTANT AT THIS AGE THAN THE QUALITY OF THE PICTURE OR OBJECT THEY PRODUCE.

5. USUALLY IT IS BETTER NOT TO JUMP INTO THE MIDDLE OF CHILDREN'S PLAY UNLESS YOU ARE INVITED, EVEN THOUGH PARTICIPATING IN THE PLAY MAY MAKE YOU FEEL MORE COMFORTABLE.

6. RESPOND IN A FRIENDLY WAY TO DIRECT QUESTIONS OR REQUESTS OF CHILDREN, E.G., REQUESTS TO HELP TIE A SHOE, POUR A DRINK OF WATER, OR HELP FASTEN A DOLL DRESS.

7. TAKE TIME TO LISTEN TO CHILDREN. THEY CONSTANTLY TELL US ABOUT

THEMSELVES IN THEIR PLAY, NOT ONLY THROUGH SPEECH, BUT THROUGH THEIR BEHAVIOR.

8. STEP INTO A SITUATION PROMPTLY IF THERE IS DANGER OF A CHILD'S HURTING OTHERS OR HIMSELF. IN A CONFLICT, IF THERE IS NOT PHYSICAL DANGER INVOLVED, IT IS USUALLY BETTER TO WAIT AND GIVE THE CHILDREN A CHANCE TO SOLVE THEIR OWN DIFFICULTIES IF THEY SEEM ABLE TO DO SO.

9. AVOID NEGATIVE COMMANDS AS MUCH AS POSSIBLE. THIS DOES NOT MEAN THAT WE LET THE CHILD "DO JUST AS HE PLEASES" OR THAT WE NOT SET LIMITS WHEN NECESSARY. POSITIVE REDIRECTION IS MORE EFFECTIVE, E.G., "HERE IS A PAN TO PUT THE WATER IN," RATHER THAN, "DON'T THROW THE WATER ON THE FLOOR."

10. AVOID USING AN OVERSTIMULATING TONE OF VOICE, AND SPEAK IN A SIMPLE, CONVERSATIONAL WAY WITHOUT "TALKING DOWN" TO THE CHILDREN. YOU WILL FIND THAT A LOW, GENTLE, AND INTERESTED VOICE WILL HELP YOU MAKE THE BEST CONTACTS WITH CHILDREN.

11. AVOID LABELING A CHILD "GOOD" OR "BAD." LET HIM KNOW THAT YOU LIKE HIM AND ACCEPT HIM EVEN WHEN YOU DISAPPROVE OF CERTAIN BEHAVIOR.

12. SMALL CHILDREN HAVE VERY LITTLE CONCEPT OF TIME AND TEND TO BECOME CONFUSED WHEN HURRIED; ALLOW PLENTY OF TIME FOR THEM TO ADJUST TO A CHANGE OF ACTIVITY. EXAMPLE: "IT'S ALMOST TIME FOR JUICE. YOU MAY PLAY FOR A FEW MORE MINUTES AND THEN IT WILL BE TIME TO PUT THE TRUCK AWAY."

13. CHILDREN OF THIS AGE ARE ABLE TO SPEND ONLY A SHORT TIME AT ONE ACTIVITY. THEIR ATTENTION SPAN IS BRIEF, AND THEY ARE NOT ALWAYS INTERESTED IN COMPLETING WHAT THEY START. AT THIS AGE IT IS NOT ALWAYS NECESSARY TO INSIST THAT THEY FINISH WHAT THEY HAVE STARTED BEFORE BEGINNING A DIFFERENT ACTIVITY. FOR SOME CHILDREN, HOWEVER, IT IS QUITE IMPORTANT THAT THEY BE

ENCOURAGED TO FINISH AN ACTIVITY. KNOWLEDGE OF THE CHILDREN AS INDIVIDUALS WILL HELP TO DETERMINE THIS.

14. DON'T HESITATE TO ASK THE TEACHER FOR IMMEDIATE HELP IN SITUATIONS IN WHICH YOU FEEL UNCOMFORTABLE OR NOT EQUIPPED TO HANDLE.

15. WHEN SPEAKING TO CHILDREN GET DOWN TO THEIR EYE LEVEL. AVOID THE QUESTION APPROACH TO CONVERSATION. USE SIMPLE DIRECT SENTENCES LIKE "I SEE YOU'RE WEARING YOUR BOOTS TODAY" RATHER THAN "WHERE DID YOU GET THOSE BOOTS?"

16. YELLING ACROSS THE ROOM OR YARD IS DISTRACTING.

17. WILD RUNNING AND OTHER OVER-STIMULATING, AGGRESSIVE BEHAVIOR IS NOT PERMITTED INDOORS. SMILE, STOP THEM; SAY "JUST WALK INSIDE," OR "I CAN'T LET YOU DO THAT."

18. CHILDREN HAVE GOOD EARS. DO NOT DISCUSS A CHILD'S BEHAVIOR OVER HIS OR HER HEAD.

19. CHECK FOR SAFETY, SPLINTERS, AND SHARP EDGES.

20. WEAR COMFORTABLE, WASHABLE CLOTHES AND COMFORTABLE SHOES.

21. AVOID CHATTING WITH OTHER ADULTS. ARRANGE A TIME FOR DISCUSSING PROGRAM AFTER YOUR OBSERVATION.

22. FOR MESSY AND WET ACTIVITIES SEE THAT SLEEVES ARE PUSHED UP. ENCOURAGE PAINT APRONS.

23. BE A SITTER, NOT A FLITTER. CHILDREN OFTEN DO BETTER WITH YOU SITTING COMFORTABLY AND COMPANIONABLY BY RATHER THAN CHARGING ABOUT DOING FOR THEM.

CURRICULUM NOTES

Instructor: Carol Hardgrove

SOME GUIDES FOR HANDLING AGGRESSION

1. Hurdle-help--help child make transition from one activity to another. We sometimes get aggression because he's been too long at one thing. Say, "I have these puzzles at the table" or "Have you seen this book?" etc.

2. Touch control - sometimes a gentle pat, embrace, or simple laying on of hands will serve as a reminder of your relationship. If properly timed this may prevent unmanageable aggression.

3. Friendly interest - liberal use of names, seeing new clothes, noticing possessions, commenting upon achievements and saying, "You're doing very well in asking for a turn. That was great the way you worked it out with Johnny."

4. Omit all moralizing - Such as, "Now, was that a nice thing to do?" Avoid long explanations concerning cause and effect of behavior. Use short phrases such as "You make them mad" - "Tell them what you want." - "They'll hit you if you grab things" - "You can fight, but don't hurt each other" - "He can't understand you" - "Talk to him." Sermons and long periods of "talking it out" are seldom productive. Promises have no foundation on which to build meaning. Apologies = lies.

5. Help children to make entry to various areas by saying to the group "Do you need a father, a doctor, a grandfather" - "Johnny has some tickets for the train." (Give the child who has trouble getting into the group a prop to take with him.)

6. Signal Control - A verbal reminder, or a nod that the behavior is not acceptable may work. Timing is important here. This is a good technique if he's looking for the limit. It only works if he's fairly well put together and can muster some internal restraint, and you and he have a relationship that is important.

7. Planful ignoring - Here you let the behavior die under its own steam. This implies that a dangerous situation is not involved.

8. Hypodermic affection - a Friendly injection of affection may circumvent a disciplinary crisis - liberal use of both physical and verbal affection.

9. Timing and pace - not every infringement has to be dealt with. When the child is wearing his emotions on his sleeve he may be deaf to your pleas. Take it easy when he's off his bean - pick moments when his feelings are fairly well intact. You may have to leave him alone during a temper tantrum.

10. Hands off policy - at times you will be called upon to physically restrain children. Try not to immobilize them by too much restraint. If you're too vigorous in your restraint you'll get the "wilting legs" and falling on the floor response from them. If you restrain them too heartily, it relieves them of all responsibility and you suddenly have a two year old on your hands, and not a four or five year old.

Your restraint should be a loose encompassing, not scooping up, not grabby, not clenching and at the same time enough force to guarantee that Johnny doesn't escape until you are fairly sure he's not going to hurt anyone.

But check yourself to see if laying on of hands is really necessary.

11. Face saving - Don't put either yourself or the child in an impossible situation. Leave him and yourself a gracious way out, e.g. threats which you can't carry out or extracting promises which he isn't likely to remember. Expecting him to do things he's not likely to do except by your taking him by the scuff of the neck.

12. The idiot "NO" - Say to yourself "Is this 'No' necessary or is it an "idiot NO', a reflex action or the consequence of a foul mood. The child's diet of "no's" must not be too rich or "no" will become commonplace and ineffective. so restrict "no's" to the essentials.

13. Unload your "no" - See that children hear as little malice as possible in your verbal restraint. Don't be confused on this. We expect, and even hope, that you will express anger when it's called for and when you feel angry, but if your restraints are always angry ones, you become ineffective. Remember, a simple no is more effective than a blast over the long haul.

14. The amount of aggression we encounter will be directly related to how successfully we set up equipment and how well we arrange to program.

CREATIVE ACTIVITIES

WATCHING AND LISTENING WHILE CHILDREN USE ANY OF THESE MEDIA CAN BE AN EXCITING AND INFORMATIVE EXPERIENCE. MOST OF THEM CARE LITTLE FOR THE PRODUCT; THE PROCESS IS MOST IMPORTANT. "HERE IS SOMETHING - WHAT CAN I DO WITH IT?" LEFT TO THEIR OWN DEVICES THEY'LL FIND OUT. ALTHOUGH THE END PRODUCT MAY BE MEANINGLESS TO THE ADULT, IT MUST BE RESPECTED AS AN EXPRESSION OF THE CHILD'S. OUR ROLE IS TO PROVIDE THE MATERIALS AND THE ATMOSPHERE CONDUCIVE TO THEIR USE..

PROPERLY EQUIPPED THE CHILD CAN FEEL FREE TO EXPERIMENT WITH THESE MEDIA.

SOME OF THE GENERAL PRINCIPLES WHICH GOVERN OUR APPROACH TO THE MATERIALS DISCUSSED IN THIS SECTION ARE:

IF YOU ARE INTERESTED IN THE CHILD'S THOUGHTS ABOUT WHAT HE IS DOING, ASK, "WOULD YOU LIKE TO TELL ME ABOUT IT?", NEVER, "WHAT IS THAT?"

IF YOU CAN GENUINELY PRAISE, FINE, BUT CRITICISM IS NEVER IN ORDER.

DO NOT SUGGEST THAT THE CHILD MAKE SOMETHING FOR YOU OR FOR MOMMY OR BABY SISTER OR DADDY. THE PRODUCT BELONGS TO THE CHILD..... IS A FREE EXPRESSION OF HIS FEELINGS, NOT SOMETHING MADE TO PLEASE AND ADULT.

NEVER DO THINGS FOR THE CHILD. YOUR ADULT ABILITIES ARE TOO OVER-WHELMINGLY SUPERIOR. YOUR COMPANY IS AN AID TO THE CHILD'S ENJOYMENT. JUST DON'T TAKE OVER.

THE CHILD'S ARTISTIC EXPERIMENTS HELP HIM TO GROW IN SELF-CONFIDENCE AND SELF-RESPECT AS HE LEARNS TO MASTER NEW MATERIALS. MAKING AVAILABLE THE TOOLS IS ONE OF OUR IMPORTANT FUNCTIONS.

EASEL PAINTS

1. FILL QUART JAR 1/3 FULL WITH DRY POWDERED EASEL PAINT. 1/3 WATER AND ABOUT 1/2 CUP OF POWDERED SOAP OR DETERGENT.

   CLOSE LID TIGHTLY AND SHAKE UNTIL PAINT IS MIXED THOROUGHLY. THE COLORS SHOULD BE BRIGHT AND NOT TOO RUNNY.

2. 1 LB. DRY TEMPERA
   1/4 C. CHEER OR FELS NAPTHA
   1/2 C. LIQUID STARCH
   1/2 C. WATER

   SERVE IN CUPS, CANS OR ON ALUMINUM PARTITIONED TRAYS WITH EITHER BRUSHES OR WITH SPOOLS, OBJECTS, STRING, SPONGES, STRAWS, VEGETABLES FOR STAMPING.

FINGER PAINT

1. A VERY SATISFACTORY FINGER PAINT IS LIQUID STARCH SUCH AS VANO TO WHICH TEMPERA POWDER IS ADDED. THE POWDERED PAINT MAY BE APPLIED TO THE PAPER DIRECTLY, AFTER THE PAPER IS COVERED WITH STARCH. USE SALT SHAKER FOR SPRINKLING ON DRY TEMPERA.

2. 1-1/2 CUPS LAUNDRY STARCH
   1 QUART BOILING WATER
   1 TBSP. POSTER PAINT - CAN BE ADDED AT SCHOOL
   1/2 CUP OF SOAP FLAKES
   1/2 CUP TALC (OPTIONAL)

   MIX STARCH WITH COLD WATER UNTIL CREAMY. ADD BOILING WATER. COOK UNTIL TRANSPARENT (GLOSSY LOOKING). ADD TALC IF DESIRED COOK SLIGHTLY, ADD SOAP FLAKES, STIR UNTIL DISTRIBUTED. POUR INTO SCREW TOP JARS. ADD 1 TBSP. TEMPERA OF DESIRED COLOR.

3. 1 BOX LINIT STARCH - MIX WITH ENOUGH COLD WATER TO REMOVE LUMPS
   ADD 1 CUP IVORY FLAKES AND 1 CUP SALT
   STIR AND PLACE IN TOP OF DOUBLE BOILER
   ADD 1 QUART HOT WATER
   COOK UNTIL THICK. BEST WITH BEATER UNTIL CONSISTENCY OF EGG WHITES
   COLOR WITH TEMPERA (DIVIDE INTO 2 PARTS BEFORE COLORING); CHILDREN SHOULD STAND, HAVE SLEEVES UP AND WEAR APRONS. THEY CAN FINGERPAINT DIRECTLY ON TABLE SURFACE OR ON FINGER PAINT PAPER OR HEAVY GLAZED PAPER WET ON BOTH SIDES. PRINTS CAN BE TAKEN ON PAPER AFTER TABLE IS FINGERPAINTED.

4. FINGER PAINT CAN BE BOUGHT READY-MADE.

5. ANOTHER WAY OF HANDLING FINGER PAINT AND EASEL PAINTS IS TO MIX A BATCH OF BENTONITE (IT HAS TO STAND AT LEAST 3 DAYS) OF A CONSISTENCY GOOD FOR FINGER PAINTS. COLOR CAN BE ADDED WHEN READY FOR USE. THIS MIXTURE CAN BE USED FOR EASEL PAINTS, MAKING THE WHOLE PROCESS LESS TIME-CONSUMING AND INEXPENSIVE. PROPORTIONS: 1 C. BENTONITE
   6 PTS. HOT WATER

BENTONITE AND CLAY CAN BE PURCHASED THROUGH WESTERN CERAMICS, 1601 HOWARD STREET, SAN FRANCISCO - PHONE: 861-7019.

6. CONDTIONING CLAY: MAKE BALLS OF CLAY ABOUT THE SIZE OF A GRAPEFRUIT. WITH YOUR FINGER OR TOOL (KNIFE, TONGUE DEPRESSOR) POKE A HOLE THROUGH THE CENTER ALMOST THROUGH THE BOTTOM. FILL THIS HOLE NEARLY TO THE TOP WITH WATER. SMOOTH OVER THE TOP TO CLOSE IT. THE WATER WILL PERMEATE THE CLAY IN A DAY OR SO AND MAKE IT EASILY PLIABLE. CLAY MUST BE STORED IN A COVERED CROCK OR IN A HEAVY PLASTIC BAG IN A BUCKET.

THE CLAY SHOULD BE ON THE SOFT SIDE FOR MAXIMUM PLEASURE OF THE CHILDREN WHO USE IT.

DOUGH RECIPES

1. 2 C. FLOUR
   1 C. SALT
   1 (SCANT) C. WATER
   3 TBSP. OIL

   IF POWDERED TEMPERA IS USED FOR COLORING, ADD IT WITH DRY INGREDIENTS. IF VEGETABLE COLORING IS USED, ADD IT TO THE WATER. OIL OF CLOVES, PEPPERMINT OR SOME OTHER GOOD SMELLING STUFF CAN BE ADDED FOR ADDITIONAL JOY. SERVE ON DRY LINOLEUM TILES - ALONE OR WITH TONGUE BLADES, TOOTHPICKS, COOKIE-CUTTERS, AND ROLLING PINS. HAVE SMALL AMOUNTS OF FLOUR AVAILABLE IN CASE OF STICKINESS.

   STORE IN PLASTIC BAG.

2. THIS RECIPE IS ELASTIC AND GOOD FOR FINE MODELING - MORE SUITABLE FOR OLDER CHILDREN WHO WANT TO MAKE THINGS AND LET THEM HARDEN

   4 C. FLOUR
   1 C. SALT
   1-1/2 C. HOT WATER WITH 50 DROPS FOOD COLORING ADDED

   SUGGESTION: DIVIDE BATCH INTO SEVERAL SMALL AMOUNTS BEFORE COLORING AND GET COLOR ASSORTMENT.

3. 6 C. FLOUR
   3 C. SALT
   1-1/2 C. DRY LAUNDRY STARCH (INSTANT)
   FOOD COLORING OR POSTER PAINT
   1/2 C. OIL
   2 C. HOT WATER

THIS DOUGH IS PLEASINGLY SMOOTH IN TEXTURE. IT USES MORE WATER THAN THE OTHERS.

4. 5 LBS. SALT
   4 LBS. FLOUR
   1 LB. CRISCO
   2 C. WATER (MORE AS NEEDED)

   HAVE CHILDREN MIX FLOUR AND SALT. ADD CRISCO AND LET CHILDREN WORK IT INTO FLOUR AND SALT MIXTURE. ADD WATER WITH FOOD COLORING IN IT. IF YOU ADD OIL OF CLOVES OR PEPPERMINT IT WILL ACT AS A PRESERVATIVE AND THE DOUGH WILL KEEP SIX WEEKS TO TWO MONTHS. IT IS ALSO FRAGRANT. THIS IS AN EXCELLENT EXPERIENCE OF DOING, AND NICE DOUGH TO PLAY WITH.

CREATIVE ACTIVITIES

MODELING DOUGHS

1. 1 CUP WHIPPED SOAP
   1 CUP SAWDUST

   MIX TOGETHER WELL. THIS GIVES A VERY DIFFERENT FEEL AND APPEARANCE. IT IS QUITE EASILY MOLDED INTO DIFFERENT SHAPES BY ALL AGE GROUPS. MAY BE USED FOR 2 OR 3 DAYS IF STORED IN TIGHT PLASTIC BAG. OBJECTS DRY REASONABLY HARD. GOOD FOR PUPPET HEADS.

2. MUD DOUGH

   2 CUPS MUD
   2 CUPS SAND
   1/2 CUP SALT

   ENOUGH WATER TO MAKE PLIABLE. CHILDREN LIKE TO WORK WITH THIS MIXTURE. IT HAS NICE TEXTURE, IS EASY TO USE. THIS CANNOT BE PICKED UP TO SAVE FOR FINISHED PRODUCTS EASILY. IT CAN BE USED FOR ROLLING AND CUT-OUT.

3. CORNMEAL MUD DOUGH

   USE MUD DOUGH ABOVE AND ADD 1 CUP CORNMEAL PLUS A SMALL AMOUNT OF WATER. THIS DOUGH CAN ALSO BE USED FOR ROLLING AND CUT-OUTS AND WILL HARDEN ENOUGH TO BE PICKED UP. CAN MAKE FINISHED PRODUCTS. ALL AGE GROUPS LIKE THE FEEL OF THESE MIXTURES.

4. SCULPTURING DOUGH

   2 CUPS TABLE SALT
   2/3 CUPS WATER
   FOOD COLORING IF DESIRED
   1 CUP CORNSTARCH LOOSELY PACKED
   1/2 CUP COLD WATER

   MIX SALT AND 2/3 CUP WATER AND HEAT IN SAUCEPAN. MIX CORNSTARCH

AND 1/2 CUP COLD WATER AND ADD TO HOT MIXTURE IN SAUCEPAN. STIR UNTIL IT LEAVES SIDES OF PAN AND FORMS A BALL. THIS DOUGH IS BEST USED THE SAME DAY OR THE NEXT DAY AT THE LATEST. IT HARDENS WITHIN A DAY OR TWO, AND HOLDS ITS SHAPE VERY WELL. IF FOOD COLORING IS OMITTED, DOUGH MAY BE PAINTED WITH TEMPERA. THIS DOUGH MAY ALSO BE BAKED IN A VERY LOW OVEN FOR APPROXIMATELY 1 HOUR. OBJECTS WILL BE VERY HARD AND READY TO PAINT IF DESIRED. EGG SHELLS MAY BE COLORED WITH FOOD COLORING, CRUSHED, AND ADDED TO THIS MIXTURE.

1. WET CHALK

   YOU CAN USE DAMP TOWELS, ON TABLE OR AGAINST WINDOW GLASS. ENCOURAGE CHILDREN TO EXPERIMENT USING SIDES OF CHALK; A GOOD EXERCISE IN COLOR IDENTIFICATION.

2. FLOUR OR CORNMEAL PLAY

   CORNMEAL MAKES THE FLOOR SLIPPERY-LAY ON NEWSPAPERS OR RUG. USE BOXES OR CONTAINERS, SIFTERS, SPOONS, MINIATURE LIFE TOYS.

3. CUT AND PASTE

   PUT PASTE ON SQUARE OF PAPER. CHILDREN CAN USE FINGERS TO SPREAD. CAN ALSO BE AN EXERCISE IN CATEGORIZING BY USING MAGAZINE PICTURES SORTED INTO CATEGORIES.

4. PAINT WITH WATER

   CANS OF WATER AND LARGE BRUSHES FOR WALLS AND SIDEWALKS OUTDOORS.

5. TRY COLORED CHALK ON PAPER OVER WHICH BUTTERMILK HAS BEEN SPREAD. OR ON SANDPAPER. COLORS CAN BE BLENDED WITH FINGERTIPS OR A BRISTLE BRUSH.

6. COLLAGE

   ASSORTMENTS OF INTERESTING MATERIALS, DIFFERENT SIZES, SHAPES, TEXTURES, AND SOMETHING TO GLUE THEM ON, PLUS DILUTED WHITE GLUE WITH BRUSHES IF CHILDREN ARE TOO YOUNG TO CONTROL AMOUNTS. USE CARDBOARD, CHEESE CARTONS, STOCKING BOXES, SHINGLES, WHAT HAVE YOU TO GLUE THINGS ONTO. AGAIN, AN OPPORTUNITY

FOR SUCCESS, FOR LANGUAGE AND FOR EXPERIENCES IN CATEGORIZING.

7. PAPER: USE THE PAPER CUTTER OR SCISSORS TO CUT GEOMETRIC SHAPES (SQUARES, TRIANGLES, RECTANGLES, ETC., OF COLORED CONSTRUCTION PAPERS AND WALL PAPERS.) (NOT IN THE PRESENCE OF THE CHILDREN.)

USE THESE MATERIALS WITH A HEAVY STOCK SUCH AS CONSTRUCTION PAPER OR COLLECT SHIRT CARDBOARDS FOR THIS USE.

PLACE A SELECTION OF THESE MATERIALS WITH PAPER AND PASTE OR GLUE ON A WORK TABLE FOR THE CHILD AND LET HIM EXPERIMENT.

CLOTH: CUT WITH SCISSORS INTO SHAPES DESCRIBED ABOVE.

COTTAGE CHEESE LIDS, HOSIERY BOXES AND LIDS, PIECES OF BARK AND HUNKS OF CARDBOARD ALL MAKE GOOD COLLEGE BASES.

STRAWS: CUT INTO SHORTER LENGTHS

BUTTONS: COLLECT VARIOUS SHAPES AND SIZES

DISCUSS, SHAPES, COLOR, SIZE, TEXTURES, FEEL, ETC., BUT DON'T TELL THE CHILDREN HOW THEY ARE TO PLACE THEM ON THE PAPER.

OLD JEWELRY: COLLECT BEADS AND INTERESTING STONES OR METAL PARTS.

SEEDS: ALL KINDS OF SEEDS SUCH AS BEANS, BARLEY, RICE, ETC.

USE YOUR IMAGINATION: FOR EXAMPLE: IN THE FALL OF THE YEAR NATURE PROVIDES US WITH ALL KINDS OF SEED PODS, LEAVES, ETC. THIS IS AN AREA WHERE DIFFERENT KINDS OF OF TEXTURES CAN BE INTRODUCED.

8. Tissue paper and Vano Starch

Starch can be in liquid detergent bottles and squeezed out. Use construction paper on waxed paper backing. Water paper can go on windows.

Used Coffee Grounds

2 cups used coffee grounds
1/2 cup salt
1 1/2 cups cornmeal
Water to moisten

Children like to roll, pack and pat this mixture. It is a "sterility interrupter" for the hospitalized child because of its interesting texture and smell. It can be served in a plastic tub or box with minature life toys, scoops, tongue blades, spoons, and cups.

OBSERVATION GUIDES:

I. APPEARANCE:

POSTURE, EXPRESSION, ATTIRE
USE 10 VERBS AND ADVERBS TO CAPTURE.

II. BEHAVIOR:

COPING STYLE.....APPROACHES MATERIALS
APPROACHES ADULTS
APPROACHES CHILDREN

WATCHES PASSIVELY: HOW LONG?

WITHDRAWS: NOTE TIME LENGTH.
DESCRIBE BEHAVIOR.

PROBLEM SOLVING

PREFERENCES: MOTOR, AUDITORY, VISUAL, HUMAN INTERACTION.

ABILITY TO FOCUS (SCREEN OUT EXTERRANEOUS STIMULI). FOR HOW LONG A PERIOD?

III. COMMUNICATION:

LANGUAGE: EXAMPLES:

EXAMPLES OF NON-VERBAL COMMUNICATION:

EMOTIONAL EXPRESSION:

PLEASURE, INTEREST, DISAPPOINTMENT, FEAR, FRUSTRATION:
HOW EVIDENCED?

CURRICULUM NOTES

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
SCHOOL OF NURSING
INTERGENERATIONAL CAREGIVING PROGRAM

NAME: _____

TOPIC: _____

YOUR NOTES:

WHAT WERE THE IMPORTANT IDEAS FOR YOU IN TODAY'S SESSION?

OBSERVATION FOR NEXT WEEK: